Keys to Cross-Curricular Writing

Joan Sedita

Keys to Literacy

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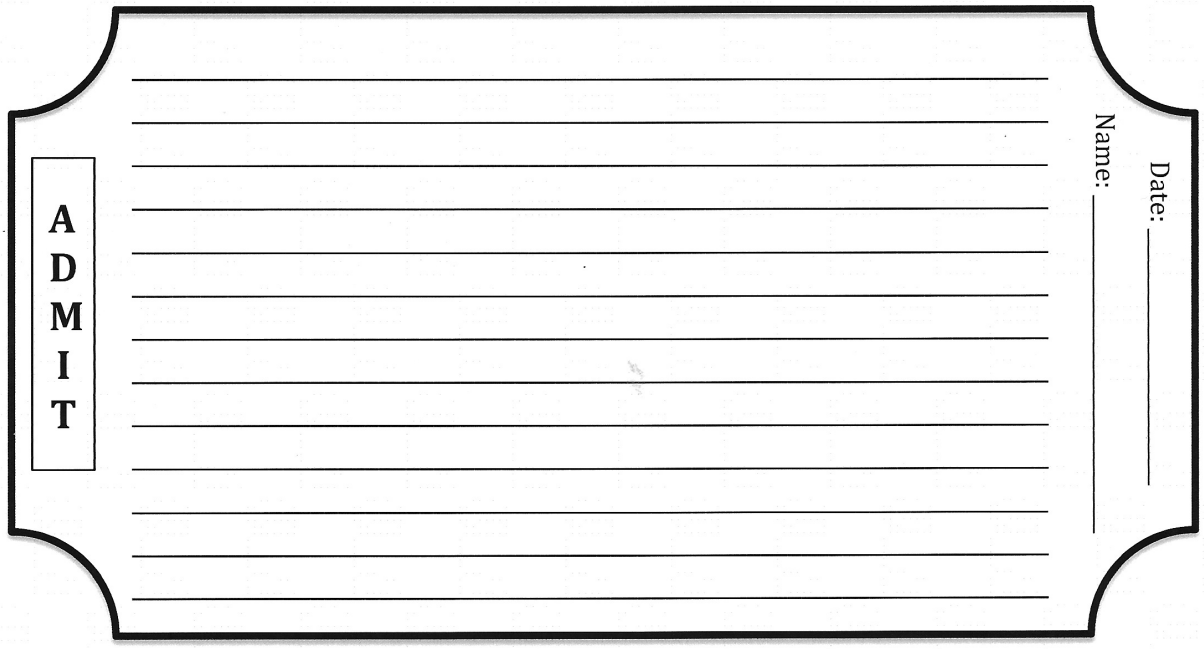

Quick Writes

- Short, informal, done quickly
- Cross-curricular
- Help us remember, organize, and manage information
- Like sketching with words
- Can be used at any point in a lesson to help students communicate their **Word did not find any entries for your table of contents.**thoughts, experiences, and reactions to a topic or question

Examples of Quick Writes

check if you use	
	admit and exit tickets
	informal notes/scribbles
	margin notes while reading
	list of facts, steps, ideas (e.g., list 3 details you learned today)
	set of instructions or directions
	filling in a graphic organizer, complete a set of notes
	free-writing – having students write on a topic for a short, specified amount of time (can be described as a *brain dump*)
	one-paragraph summary
	generate a question
	KWL Chart (What I Know, What I Want to Know, What I Learned)
	write a definition in your own words
	draw, label, or explain pictures/diagrams
	short-answer questions
	1- to 2-sentence reflections
	sentence combining
	short communication with someone else (note, email, tweet, text message)

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Classroom Examples

Science

- Write out the definitions of *weathering* and *erosion*, then describe an example of each.
- In 10 sentences or less, summarize the 5 stages in human development.
- Identify one exhibit you saw during our field trip to the science museum. Do a "brain dump" and write everything you can remember about the exhibit. You have 4 minutes.
- Explain the steps required to convert *Celsius* to *Fahrenheit.*
- Write a list of the procedures you followed in today's lab.
- Admit ticket: in less than 3 minutes, list as many facts that you remember about the star *Polaris*.

Social Studies/History

- Exit ticket: List 4 new, interesting facts you learned today about our region of the country.
- Describe at least 3 reasons why people immigrate.
- After watching the video of the constitutional debate, choose one side and write 5 sentences about why you think that side was successful in the debate.
- Based on the primary source letter, list 3 to 5 details that show how the mills provided opportunity for the workers.
- On the map, label each explorer's route. Include the last name of the explorer, the country he sailed for, and the start date of his voyage. Then pick a voyage you would like to have been on and explain why in a paragraph.
- Answer this question in 8 sentences or less: Why do some people call Reagan's tenure as president the "Reagan Revolution"?

English/ELA

- Admit ticket: describe a character trait you learned about the main character in your reading last night.
- Explain what the literary term "conflict" means. Then write a few sentences that describe a conflict you have faced in your life.
- List the 7 major stages of an epic.
- Organize the 12 sentences into logical paragraphs. Then write a topic sentence for each paragraph.
- Exit ticket: List 3 events that impacted Johnny in Chapter 6.
- Describe how the two settings in chapter 3 are different and similar.
- Under each sample ad, describe the persuasive writing technique(s) used.

Mathematics

- Write a list of step-by-step instructions for calculating the volume of a box.
- Define 5 properties of a polygon.
- Create a word problem and solution for adding fractions.
- Write the definition of division. Then list the steps used to solve a long division problem with 1 divisor.
- Based on our class lesson about probability, describe one thing that you really understand and one thing that still confuses you.
- Exit ticket: generate a question you have about estimating quotients.

Other Subjects/Topics

- Read the article and jot down the main idea of each paragraph in the left margin..
- Write an ordered list of the procedures you should follow if you need to see the school nurse or use the restroom.
- (Music class) Explain your emotional reaction to each sample of music that was played in class today.
- Write an email to a classmate complimenting him or her on something he or she shared during our class discussion.

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Writing Next Findings

(Graham & Perin, 2007, p. 4-5)

Based on a large-scale statistical review of research into the effects of specific types of writing instruction on grades 4-12 writing proficiency, this report identified 11 elements of writing instruction found to be effective for helping students learn to write well and to use writing as a tool for learning.

1. **Writing Strategies**, which involves teaching students strategies for planning, revising, and editing their compositions.
2. **Summarizing**, which involves explicitly and systematically teaching students how to summarize text.
3. **Collaborative Writing**, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.
4. **Specific Product Goals**, which assigns students specific, reachable goals for the writing they are to complete.
5. **Word Processing**, which uses computers and word processors as instructional supports for writing assignments.
6. **Sentence Combining**, which involves teaching students to construct more complex, sophisticated sentences.
7. **Prewriting**, which engages students in activities designed to help them generate or organize ideas for their composition.
8. **Inquiry Activities**, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.
9. **Process Writing Approach**, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.
10. **Study of Models,** which provides students with opportunities to read, analyze, and emulate models of good writing.
11. **Writing for Content Learning**, which uses writing as a tool for learning content material.

Writing to Read Findings

(Graham & Hebert, 2010, p. 5)

Recommendations: Writing Practices That Enhance Students' Reading

I. HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ. Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they

- Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
- Write Summaries of a Text
- Write Notes About a Text
- Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text

II. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT. Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers

- Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction Skills (Improves Reading Comprehension)
- Teach Spelling and Sentence Construction Skills (Improves Reading Fluency)
- Teach Spelling Skills (Improves Word Reading Skills)

III. INCREASE HOW MUCH STUDENTS WRITE. Students' reading comprehension is improved by having them increase how often they produce their own texts.

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Assignment Planning Model

Drawing from the research on effective writing instruction practices, Keys to Literacy has developed a model for planning a writing assignment (see below). The six components of this model are listed in the left column and a description of each is provided in the right column. When teachers assign a writing task, they should address as many of these practices as possible.

Keys to Literacy: Assignment Planning Model

Set Writing Goals	Identify and clarify the writing task: set specific product goals that include characteristics of the finished product. This includes identifying the audience and purpose, providing guidelines about length, the type of writing to be used (e.g., narrative, informational, argument), suggested form, and requirements for the finished product.
	Goal-setting can be the basis for grading writing assignments.
Show Models	Provide students opportunities to read, analyze, and emulate models of good writing.
	Show models of every step in the writing process.
Provide Scaffolds	Provide supports for completing a writing task such as steps to follow, top-down topic webs, two-column notes, or writing templates.
Provide Opportunities for Collaboration	Provide opportunities for students to work with peers or the teacher to plan, draft, revise, and edit their writing. Collaboration engages students more in the writing process because writing is a social activity that is best practiced in a community.
Provide Feedback	The feedback students receive matters as much as the writing instruction they receive. Without feedback, students won't learn how to improve their writing. • Students need to know if their writing is accurate and conveying the message. • Feedback can be from the teacher, peers, or the student himself. • Feedback should be more than marking mechanical errors on final drafts.
	Teachers should: • provide feedback throughout the writing process. • focus on the content of the writing first, mechanics later. • provide feedback that is descriptive, specific, and based on the individual needs of the student. • use feedback checklists or rubrics.
Provide Opportunities for Revision	Students need time to reflect on self-assessment and feedback from others, and then improve their drafts through revision. Students need explicit instruction for how to incorporate feedback to revise writing. Not every writing task has to be revised to the point of publication ready, but students need to have some opportunities to revise based on feedback.

Writing Assignment Guide (WAG)

The WAG is designed for teachers to plan formal, content writing assignments. However, once completed, teachers can share the WAG (or parts of the WAG) with students. See the blank copy of a WAG below. Note that the six instructional practices from the assignment planning model are included in the left column of the WAG.

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Keys to Writing

Writing Assignment Guide

Writing Assignment:	
Unit of Study/Content Connection: Learning Outcomes related to standards:	
Set Goals for the Writing Assignment	Type of writing: ___informational ___argument ___narrative ___combo Audience: Purpose: Length & Form Due dates: Content and Text Structure Requirements : • _____ • _____ • _____ • _____ • _____ Requirements for sources: • _____ • _____ • _____

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Models *(mentor authors, student examples)*	Look at these examples:
Scaffolds *(set of steps, writing template, topic web, two-column notes)*	Use these supports:
Feedback Process *(when, how)*	Feedback from your peers: Feedback from the teacher:
Opportunities for Revision	
Opportunities for Collaboration *(Set expectations for objective, final product, behavior guidelines, tasks)*	At the THINK and PLAN stage: At the WRITE Stage: At the REVISE Stage:

This template is available in document format at the Keys to Literacy website:
http://www.keystoliteracy.com/resources/worksheets/

Classroom examples of WAGs are provided at the end of this packet.

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In an instant message of 300 characters (60 words) or less, describe your reaction to the sample Writing Assignment Guides (WAGs).

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Setting Goals

- Assignment
- Unit of study, content connection
- Type of writing
- Audience
- Purpose
- Length & form
- Due dates
- Content & text structure requirements
- Sources

Audience and Purpose

The audience and purpose elements of the WAG are aligned with CCSS writing standard #4.

The audience is an individual or group to whom the writing is addressed. The audience does not always have to be a real audience who will actually read the piece. If a writer is aware of the audience, this influences decisions throughout the writing process about:

- tone (i.e. objective, critical, apathetic, sincere, skeptical, etc.)
- language and word choice, style, or voice
- what information and level of detail to include
- how to arrange the information
  (McKensie & Tompkins, 1984)

Many students conclude that the only audience for their writing is their teachers. The more authentic an audience is, the more engaged students will be. Not every piece of classroom writing can have an authentic audience, but teachers should try to create authentic audiences when ever possible.

Consider These Authentic Audiences

- Members of the community
- Organizations or their members
- Businesses & corporations
- Politicians
- Younger or older students
- Family members
- Peers
- Blogs (guest postings)
- Publications friendly to tweens & teens

Purpose

The purpose is usually connected to the audience; it tells what you want to accomplish with the writing piece for that audience. The purpose typically is to express ideas, inform someone, explore a topic, or persuade someone. The statement of purpose often begins with a verb. Consider these questions as you identify the purpose of a writing assignment:

- What do you want the writing piece to do as it relates to the topic?
- What is the reason for communicating with the audience through this piece?
- What should the writing accomplish?

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Content and Text Structure Requirements

This part of the WAG should provide specific details about what is expected in a writing piece in terms of content information (including vocabulary) and text structures (requirements for the introduction, conclusion, transitions, or body development). Requirements for content and text structures can often be combined into requirement statements.

Well-developed content and text structure requirements clearly outline expectations for success. These requirements also provide a springboard to generate checklists or rubrics for providing feedback, evaluating writing pieces, and grading writing pieces.

Content Requirements

This part of the requirements is where the teacher addresses content-related information that must be addressed in the writing piece, such as types and amounts of information that must be included, content-specific vocabulary to be used, topics and sub-topics that must be included, etc.

Text Structure Requirements

This part of the requirements is where basic text structures, addressed in state writing standards, are addressed. This includes:

Introduction
- Introduce the topic of the writing piece

Body: Development of Ideas
- Organize information
- Present main ideas
- Provide details
- Include text features

Conclusion
- Concluding statement that supports the information presented

Transitions
- Words/phrases that connect sentences and paragraphs

Examples of Content and Text Requirements

- **Grade 4:**
  - Visibly appealing cover with a title and picture of our school
  - Inside first panel: introduction listing the policies to be explained
  - 2 inside panels: paragraphs explaining the policies about school absences, being late to school, and being in the building after school.
  - At least 1 picture or diagram on the inside of the brochure
  - End back panel: conclusion that summarizes the topic and sub-topics in the brochure
  - Middle back panel: information about the source and the pages used

- **Grade 7:**
  - Introduction that includes a description of the regional location & brief timeline of events leading to the drought
  - Body that includes an explanation of the severe food crisis that resulted & the threat to economic development.
  - Conclusion that explains how our fundraising dollars will be used
  - Include this specific vocabulary: *drought, desertification, famine, economy*
  - Include at least 3 transitions

- **Grades 6-8:**
  - An introductory statement that introduces the topic of the summary

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- In the body, identify at least 3 lifestyle choices and at least 2 screening tests
- In the body, explain how at least 1 lifestyle choice helps to prevent heart disease
- Use at least 2 transitions in each paragraph, and 1 transition to connect 2 body paragraphs

- **High School:**
  - Introduction that presents the topic, background information about the uniqueness of the violin, and a reference to early violin making
  - Body that includes the history and changes in violin making to the present
  - Include in the body details about the making of a violin that come from the related movie and book (see source requirements)
  - Conclusion that includes a connection between the making of a violin and a violinist
  - Include these topic-specific vocabulary words: *fingerboard, soundpost, bridge, luthier, mortise, varnish*
  - Use at least 3 transitions within paragraphs and at least 2 transitions to connect paragraphs

- **High School:**
  - Include visually appealing cover with a title
  - Introduction should introduce the overall topic and clarify the differences between renewable and nonrenewable energy resources
  - Body: provide an explanatory paragraph for each renewable energy resource (solar, wind, water) including the pros and cons of each
  - Body: provide an explanatory paragraph for each nonrenewable energy source (fossil fuels, nuclear) including the pros and cons of each
  - Conclusion: include an explanation of why energy solutions are needed (growing population, accessibility issues)
  - Use 2-4 photos with appropriate credit given

Quick Write

1. **List 3 adjectives that come to mind about providing content and text structure requirements.**

_____ _____ _____

2. **Answer these 2 questions:**
   - What percentage of teachers in your school provide detailed writing assignment guides to students? _____
   - What percentage of teachers in your school provide authentic audiences for writing assignments on a regular basis? _____

3. **Generate 1 question you have about the "Set Goals" part of the WAG.**

_____

_____

_____

_____

_____

_____

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Requirements for Sources

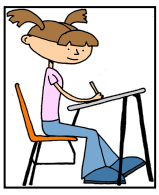
The *Requirements for Sources* part of the WAG is where the teacher provides information about the sources to be used, how many to use, and requirements for citation. Consider these planning questions:

- Should students refer to any of the reading material or digital sources you have been using to teach this content topic?
- What additional sources can you provide?
- How many sources do you want them to use?
- How do you want them to cite sources?

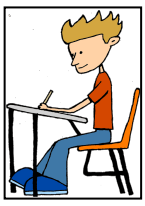
Examples of Source Requirements

- **Grade 4:**
  - Use our school's student handbook. You can also interview a teacher or the principal.
  - Include page numbers from the handbook on the back panel.
  - Include the name of the teacher or principal if some of your information came from an interview.
- **Grade 7:**
  - Use information from at least 2 of the 3 sources provided by the teacher .
  - Give credit to sources within the writing (ex: according to…).
- **Grades 6-8:**
  - Use Chapter 6 of the textbook.
- **High School:**
  - Use information from at least 2 of the 3 informational sources provided by the teacher. Cite sources within the text of your piece as well as in a formal references section at the end.
  - Include details about the making of a violin that come from reading the book *The Keeper of Secrets* and watching the movie *The Red Violin*. Be sure to note that these details are based on historical fiction.
- **High School:**
  - Include information from at least two of the three sources provided in class.
  - Cite sources using MLA style.

Differentiating Instruction



struggling writers



average, grade level writers

advanced writers

- The complexity and number of sources required can be modified.
- Advanced writers can be required to find sources.
- Requirements for citing sources can be modified.

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Providing Models

Showing writing models (i.e., *mentor text*) of a particular type of text can help students see what a good piece of writing should like. Graham and Perin (2007) identified this practice as one of eleven elements of effective writing instruction. Students are taught how to analyze sample writing and to emulate the critical elements, patterns, and forms of the writing pieces.

Most people learn to write by emulating others, just like we learn to do other new things such as playing a sport or a musical instrument. Portalupi and Fletcher (2001) explain that students need to "apprentice themselves" to good nonfiction writers as they learn to write their own informational or argument texts. When students emulate a model piece of writing they imitate the structure, style and language, and techniques that are general or specific to a certain type of writing. Kelly Gallagher (2011) explains it like this:

> "…of all of the strategies I have learned in my twenty-five years of teaching, no strategy improves my students' writing more than having my students watch and listen to me as I write and think aloud. None. Students must see the process to understand the process…(They) begin to understand that the words do not magically spill from my brain to the paper or screen." (pp.15,16)

Teachers show students samples of published mentor text. There are often opportunistic moments to analyze samples of content-related text that students are reading in the classroom (e.g., articles, non-fiction text, textbooks).
Writing models can also be samples of student writing.

How to Analyze Mentor Text

Many students do not know what to look for when you give them mentor text. Teachers need to provide guided practice about how the writer *crafted* the piece. It is best to target just a few areas. Choose writing skills that are the focus of your instruction. Here are some examples of focus areas:

- introductions (e.g., use of a nonfiction lead, introduction of topic, preview of subtopics)
- conclusions
- use of transition words and phrases
- organization of the body
- development and explanation of ideas
- use of relevant details
- use of features such as title, headings, graphics
- word choice and use of content-related vocabulary
- style of the piece (formal or informal)

At first, you should model analysis of writing pieces by using *think aloud.* Here is an instructional routine you can follow when you provide mentor text to students:

- Choose one or two elements to focus on.
- Read aloud the mentor text.
  - excerpts or the full text
  - ask students to follow along silently
- Using think aloud, model how to analyze a particular element in the mentor text.
- Provide time for students to discuss and contribute during the think aloud.
- Invite students to collaborate with a peer to practice the technique.

Quick Write Activity: When have you emulated a piece of writing?

_____

_____

_____

_____

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Scaffolds

Scaffolding describes a type of assistance offered by a teacher or a peer to support learning (Benson, 1997; Lange, 2002; Lipscomb et al., 2004). It is a hallmark of differentiated instruction and enables teachers to accommodate individual student learning needs. Instructional scaffolds include:

- Providing explicit instruction and detailed explanations for how to apply a writing strategy or skill
- Breaking a writing task into smaller, more manageable parts
- Using *think aloud* to verbalize the thinking process as you model use of a writing skill
- Providing prompts, tips, questions, or cue cards
- Providing templates, graphic organizers, checklists, or activity guides
- Providing opportunities for students to work collaboratively at the THINK, PLAN, WRITE and REVISE stages of the writing process

Keys to Literacy Scaffolds

- Two-Column Notes
- Top-Down Topic Webs
- Sets of Steps
- Writing Templates

Top-Down Topic Webs

Graham and Harris (2007) note that "creating a written plan in advance of writing can be especially advantageous because it provides an external memory, where ideas can be stored without the risk of losing them … planning in advance can reduce the need to plan while writing, freeing needed resources to engage in other processes that demand attention, such as turning ideas into well-crafted sentences." (p. 120)

Keys to Literacy has adopted the *top-down topic web* as a foundational graphic organizer before writing. **Examples are provided with the classroom examples of WAGs at the end of this packet.**

Keys to Content Writing: Instructional Routine
• Writing Assignment Guide (WAG)
• Quick Writes
• Writing Process
• Basic Text Structures for the Three Types of Writing
• Two-Column Notes and Top-Down Topic Web

For more information about Keys to Content Writing:
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Keys to Writing

Writing Assignment Guide

Gr. 4 EXAMPLE
Informational, ELA

Writing Assignment:
Develop a brochure that explains important school policies.

Unit of Study/Content Connection:
ELA class - writing
Learning Outcomes related to standards:
Literacy standard: use sources to accurately and reliably write an effective informational piece.

Set Goals for the Writing Assignment	Type of writing: _X_informational ___argument ___narrative ___combo Audience: *Students who are new to our school and who do not know important policies and expectations.* Purpose: *To inform new students so that they will be successful in following procedures.* Length & Form *Brochure, 6 panels, that includes paragraphs of information* Due dates: • *Draft of wording to go into the brochure: due on Thursday (pencil version)* • *Final copy of brochure with pen and colored markers: due a week later* Content and Text Structure Requirements : • *Visibly appealing cover with a title and picture of our school* • *Inside first panel: introduction listing the policies to be explained* • *2 inside panels: paragraphs explaining the policies about school absences, being late to school, and being in the building after school.* • *At least 1 picture or diagram on the inside of the brochure* • *End back panel: conclusion that summarizes the topic and sub-topics in the brochure* • *Middle back panel: information about the source and the pages used* Requirements for sources: • *Use our school's student handbook. You can also interview a teacher or the principal.* • *Include page numbers from the handbook on the back panel.* • *Include the name of the teacher or principal if some of your information came from an interview.*
Models *(mentor authors, student examples)*	Look at these examples: • *Teacher-created example of what the final brochure should look like.* • *Sample brochures that the teacher brings to class to see how brochures are organized.*

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Scaffolds *(set of steps, writing template, topic web, two-column notes)*	Use these supports: • *Set of steps for how to complete a brochure* • *Top-down topic web that shows the structure of a brochure* • *Diagram of the brochure panels*
Feedback Process *(when, how)*	Feedback from your peers: *You will get to share your draft wording with two partners on Thursday to get their suggestions for how to improve the wording.* Feedback from the teacher: *I will also give you feedback on your draft wording.*
Opportunities for Revision	*You will revise your draft wording for homework over the weekend after you get feedback from your partners and me.*
Opportunities for Collaboration *(Set expectations for objective, final product, behavior guidelines, tasks)*	At the THINK and PLAN stage: *You will have some time in class with 2 partners to discuss the information in the student handbook before you start to write your draft wording.* At the WRITE Stage: *You will collaborate with 2 partners before you write your final copy of the brochure.* At the REVISE Stage:

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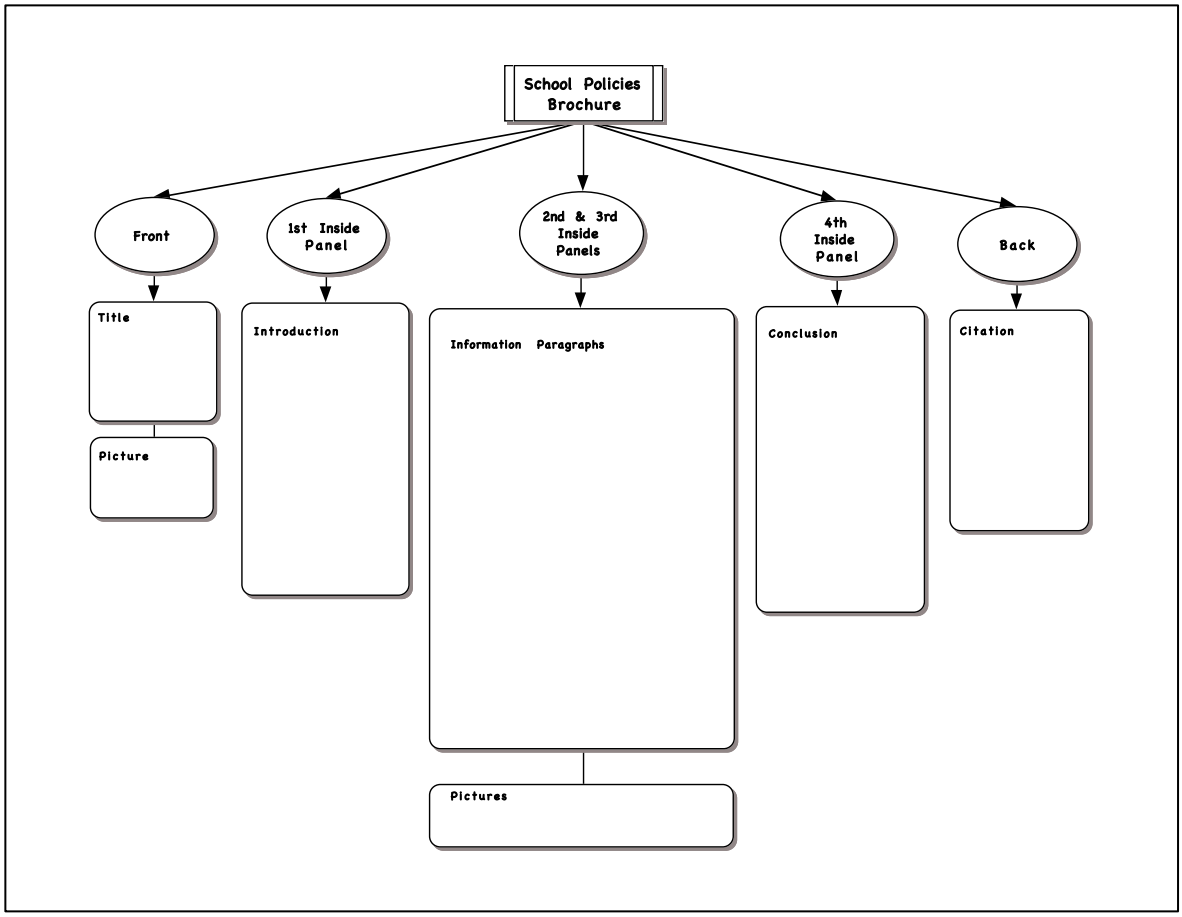

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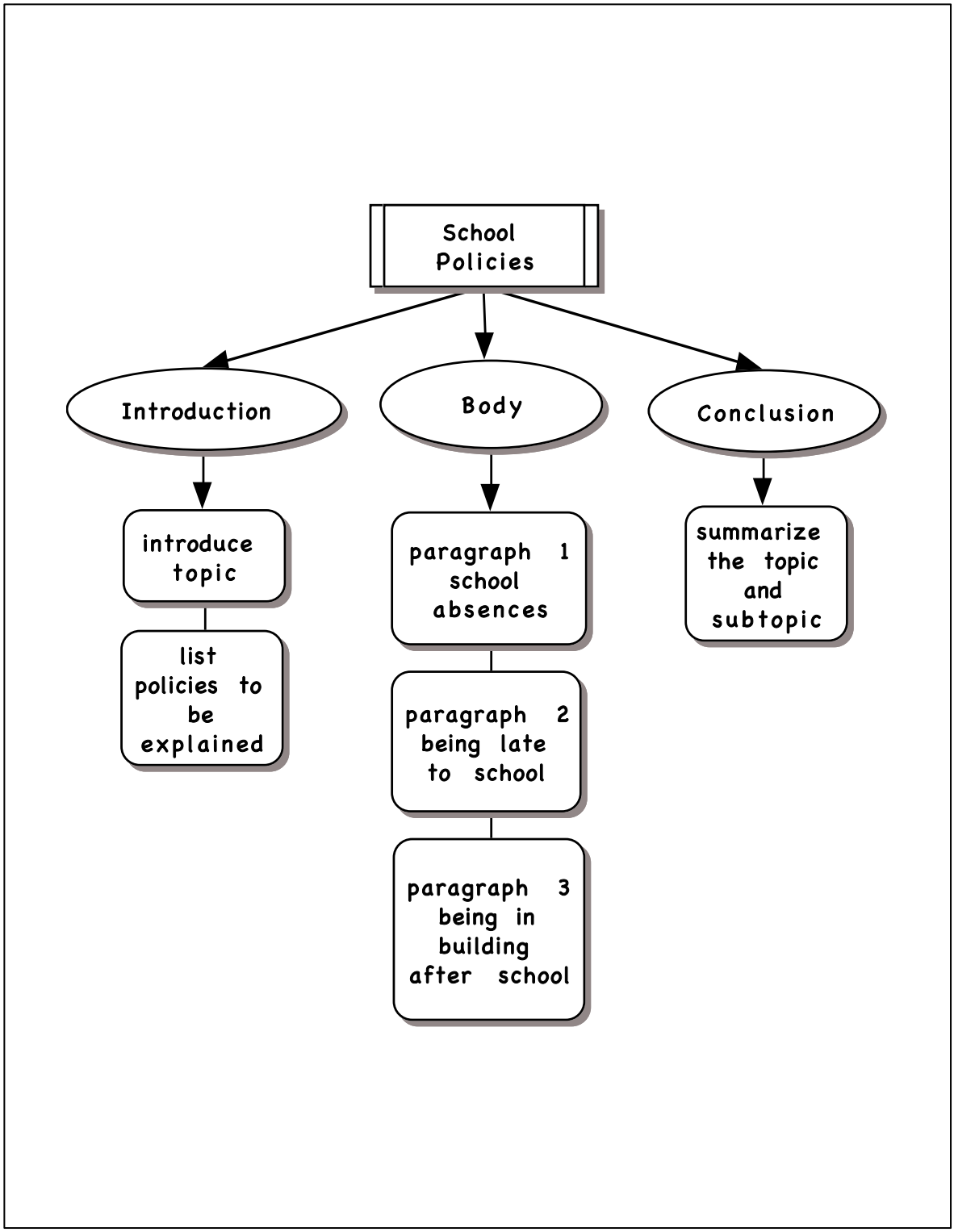

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Keys to Writing

Writing Assignment Guide

Gr. 7 EXAMPLE
Informational, Social Studies

Writing Assignment:
Develop a web page that explains how the recent drought in the Horn of Africa has impacted the people & the economy of that region.

Unit of Study/Content Connection:

Social Studies: Africa (grade 7)

Learning Outcomes related to standards:

Social Studies: Explain how drought & desertification affect parts of Africa

Literacy standards: Use sources to accurately & reliably write an effective informational piece

Set Goals for the Writing Assignment	Type of writing: _X_informational ___argument ___narrative ___combo Audience: *Potential online donors who we want to contribute to our fundraising efforts* Purpose: *To provide sufficient explanation to make an informed decision about donating* Length & Form *3-6 paragraphs; web page* Due dates: • *Draft is due to a peer on Thursday* • *Final version due Tuesday* Content and Text Structure Requirements : • *Introduction that includes a description of the regional location & brief timeline of events leading to drought* • *Body that includes an explanation of the severe food crisis that resulted & the threat to economic development.* • *Conclusion that explains how our fundraising dollars will be used* • *Include this specific vocabulary: drought, desertification, famine, economy* • *Include at least 3 transitions* Requirements for sources: • *Use information from at least 2 of the 3 sources provided by the teacher* • *Give credit to sources within the writing (ex: according to…)*
Models *(mentor authors, student examples)*	Look at these examples: *Model the organization of your piece after the 2 sample United Nations website reports.*

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Scaffolds *(set of steps, writing template, topic web, two-column notes)*	Use these supports: • *Two-column notes for gathering information* • *Web page writing template*
Feedback Process *(when, how)*	Feedback from your peers: • *You will give and receive feedback from a partner using the Peer Feedback Checklist* Feedback from the teacher: • *I will give you suggestions for revision based on the personal writing goals we identified for this month*
Opportunities for Revision	• *You will complete a final draft that will be posted on my class webpage.*
Opportunities for Collaboration *(Set expectations for objective, final product, behavior guidelines, tasks)*	At the THINK and PLAN stage: • *You will have an opportunity to share your notes with a partner* At the WRITE Stage: At the REVISE Stage: • *You will share your draft with a partner*

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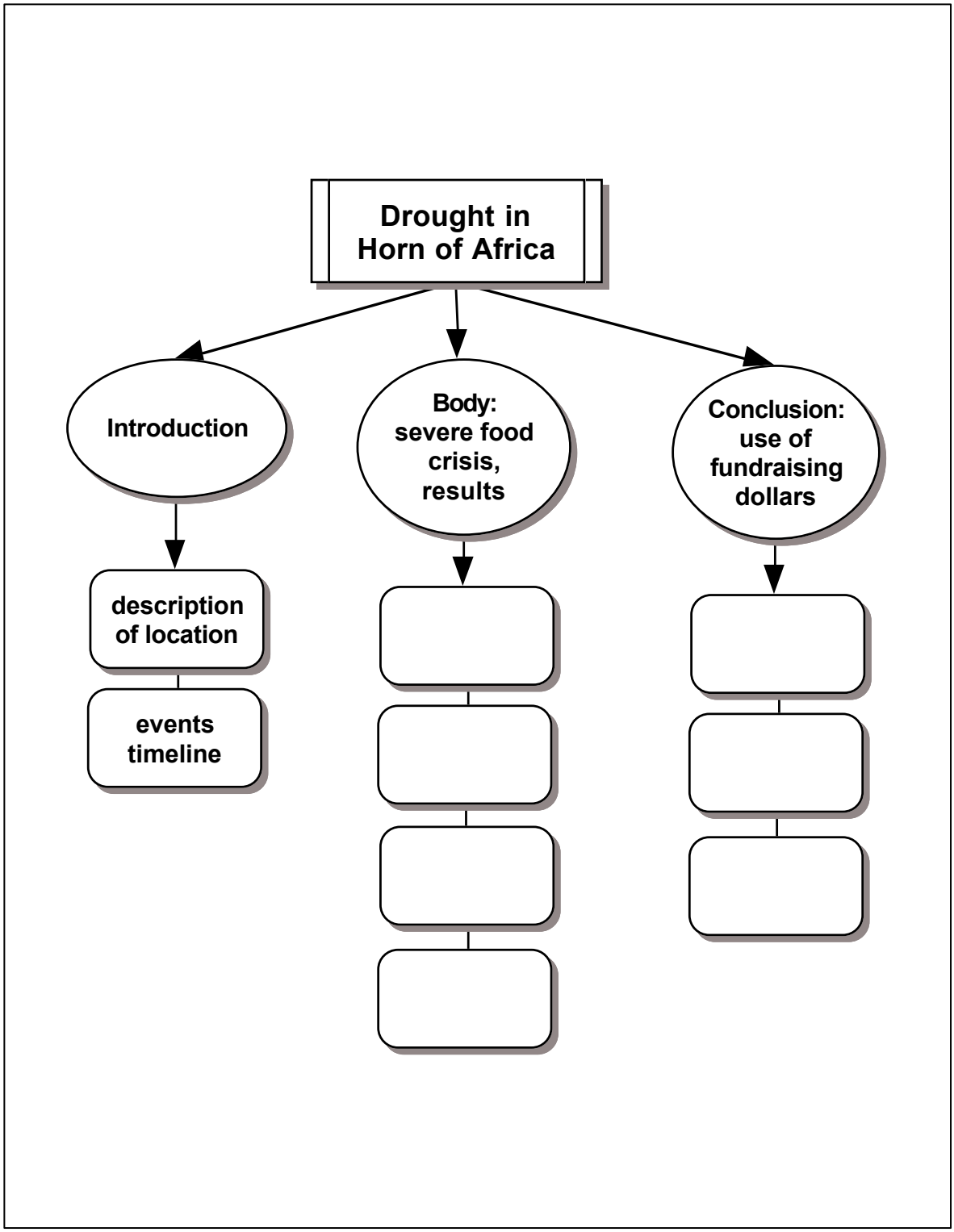

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Keys to Writing

Writing Assignment Guide

Grades 6-8 EXAMPLE
Summary, Health Class

Writing Assignment:

Summarize the lifestyle choices & early detection screening tests that play an important role in preventing the progression of heart disease.

Unit of Study/Content Connection:

Health: Disease Prevention & Control (grades 6-8)

Learning Outcomes related to standards:

Health: Identify ways individuals can reduce risk factors related to chronic diseases; Describe the importance of early detection in preventing the progression of a disease

Literacy standards: write an informative text that conveys ideas & information clearly Summarize key ideas & details from a text.

Set Goals for the Writing Assignment

Type of writing: _X_informational ___argument ___narrative ___combo

Audience:
a family member or family friend who you think most needs this information

Purpose:
to explain to the reader what he or she can do to prevent heart disease

Length & Form

- *¾ page - 1 page; typed*

Due dates:

- *Completed notes due on Friday*
- *Draft is due to a peer on Tuesday*
- *Final version due Thursday*
- *Share with the family member or friend; ask them to initial it by next Tuesday*

Content and Text Structure Requirements :

- *An introductory statement that introduces the topic of the summary*
- *In the body, identify at least at least 3 lifestyle choices and at least 2 screening tests*
- *In the body, explain how at least 1 lifestyle choice helps to prevent heart disease*
- *Use at least 2 transitions in each paragraph, and 1 transition to connect the 2 body paragraphs.*
- *Include a concluding statement*

Requirements for sources:

- *Chapter 6 of the textbook*

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Models *(mentor authors, student examples)*	Look at these examples: • *Student sample summaries from last year*
Scaffolds *(set of steps, writing template, topic web, two-column notes)*	Use these supports: • *Use your two column notes from chapter 6* • *Use the topic web to organize your main ideas* • *Refer to the "how to write a summary" guide*
Feedback Process *(when, how)*	Feedback from your peers: *Your peer will give you feedback on your draft, including if you included all of the major lifestyle choices and screening test.* Feedback from the teacher: *I will give you suggestions for revision on Friday.*
Opportunities for Revision	*You will write a final draft based on the feedback from your peer and me before you share it with the family member or friend.*
Opportunities for Collaboration *(Set expectations for objective, final product, behavior guidelines, tasks)*	At the THINK and PLAN stage: At the WRITE Stage: *You will show your draft to a student partner.* At the REVISE Stage: *You will show your finished summary to a family member or family friend.*

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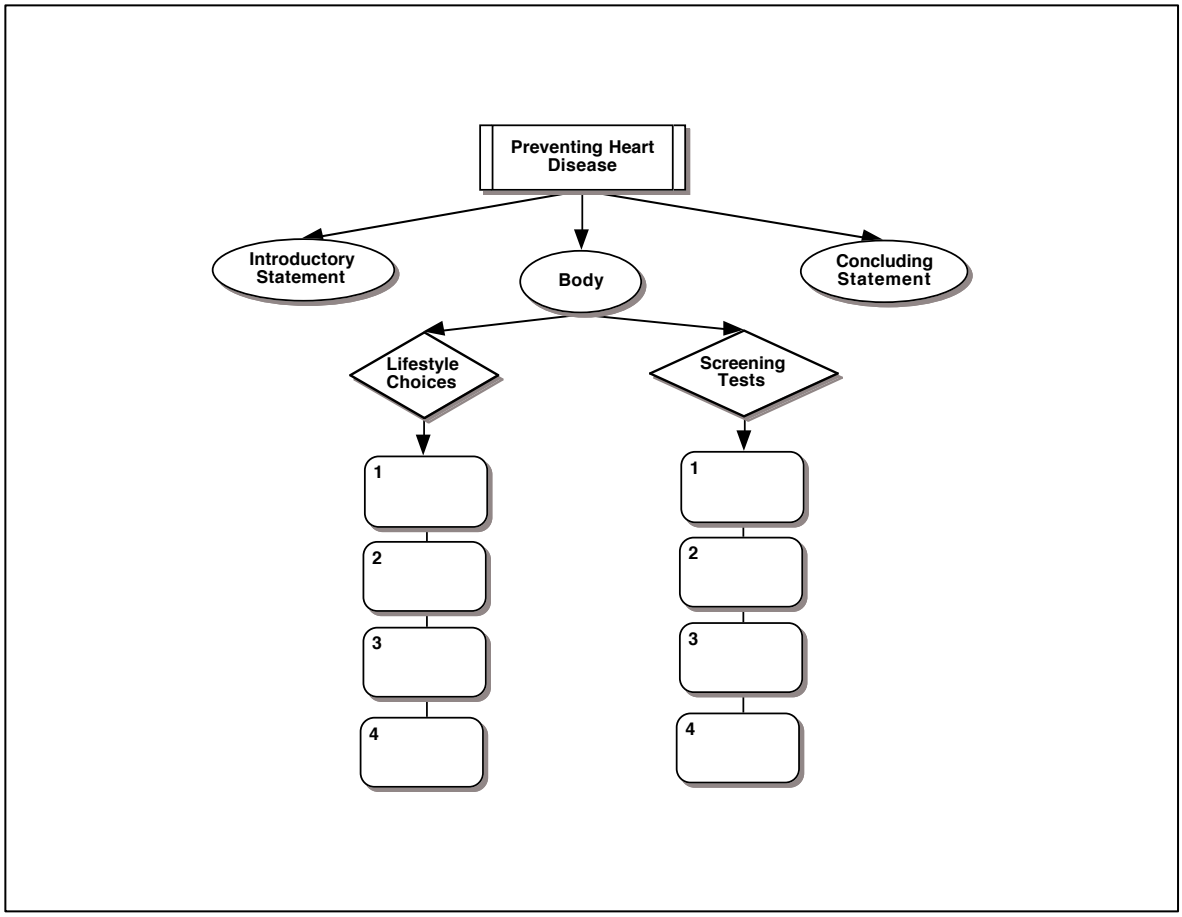

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Keys to Writing

Writing Assignment Guide

High School EXAMPLE
Informational, English

Writing Assignment:

Write an informational article about how a violin is made, including a history of violin construction. The article will be included in our high school band's annual concert program.

Unit of Study/Content Connection:

Comparative Study of Historical Fiction:
"The Red Violin" (movie, 1998); "The Keeper of Secrets" (book, 2011)

Learning Outcomes related to standards:

Writing: CCSS#2 Write informative texts to examine a topic and convey ideas and information clearly. CCSS #8 Gather relevant information from multiple and print digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Reading: CCSS#2 Read closely to determine what the text says & make logical inferences from it; practice citing specific textual evidence when writing

Set Goals for the Writing Assignment

Type of writing: _ X _informational ___argument ___narrative ___combo

Audience:
Your informational article will be included in the concert program brochure for the spring high school band concert that features a guest professional violinist. The audience for your piece will be all of the concert-goers.

Purpose:
To inform readers about what goes into the making of a violin, including a history of violin making.

Length & Form
1-2 pages, article

Due dates:
- *Draft is due to a peer on Wednesday (in class)*
- *Final version due Friday*

Content and Text Structure Requirements :
- *Introduction that presents the topic, background information about the uniqueness of the violin, and a reference to early violin making.*
- *Body that includes the history and changes in violin making to the present.*
- *Include in the body details about the making of a violin that come from the related movie and book (see source requirements).*
- *Conclusion that includes a connection between the making of a violin and a violinist.*
- *Include these topic-specific vocabulary words: fingerboard, soundpost, bridge, luthier, mortise, varnish*

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	• *Use at least 3 transitions within paragraphs and at least 2 transitions to connect paragraphs.* Requirements for sources: • *Use information from at least 2 of the 3 informational sources provided by the teacher. Cite sources within the text of your piece as well as in a formal references section at the end.* • *Include details about the making of a violin that come from reading the book "The Keeper of Secrets" and watching the movie "The Red Violin". Be sure to note that these details are based on historical fiction.*
Models *(mentor authors, student examples)*	Look at these examples: • *Sample articles (provided by the teacher) about the making of other musical instruments.*
Scaffolds *(set of steps, writing template, topic web, two-column notes)*	Use these supports: • *Informational format top-down topic web*
Feedback Process *(when, how)*	Feedback from your peers: *You and your peer will use the peer checklist to provide feedback to each other.* Feedback from the teacher: *I will give you feedback on the draft you turn in to me.*
Opportunities for Revision	*Your final article should be ready to submit to the music teacher for consideration in the concert program.*
Opportunities for Collaboration *(Set expectations for objective, final product, behavior guidelines, tasks)*	At the THINK and PLAN stage: At the WRITE Stage: At the REVISE Stage: *You will share your draft with a peer.*

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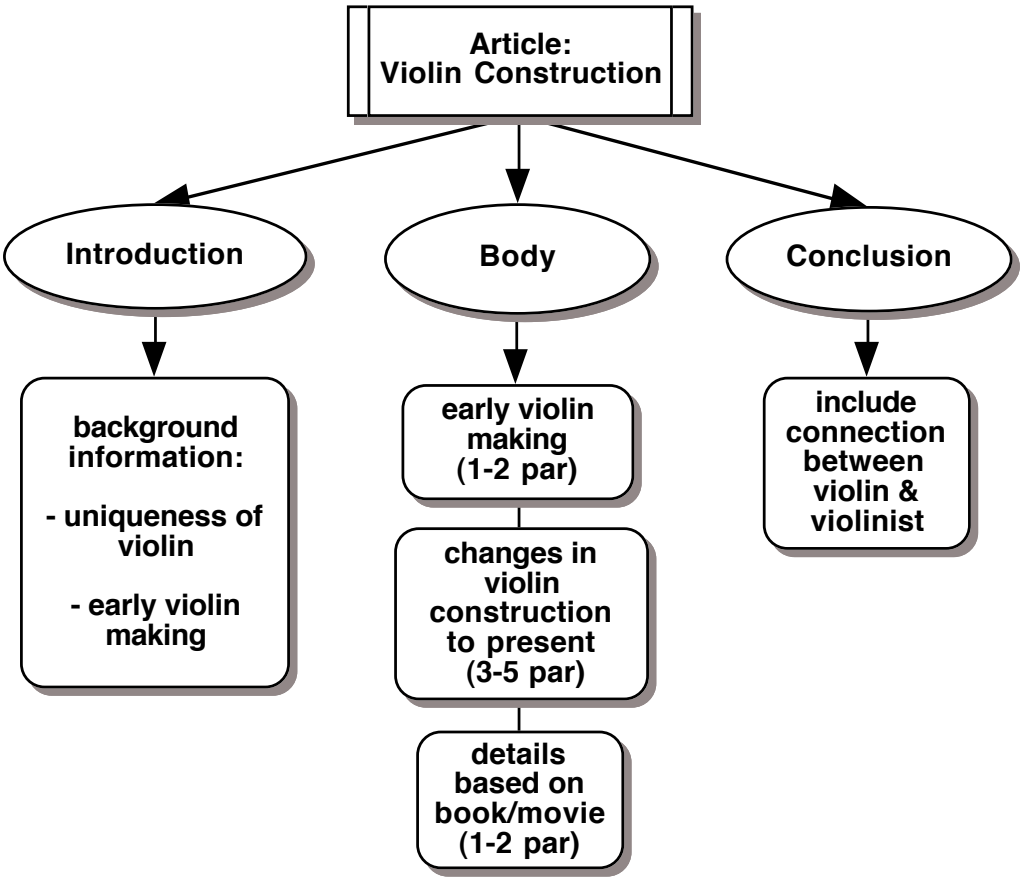

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Keys to Writing

Writing Assignment Guide

High School EXAMPLE
Informational, Science

Writing Assignment:

Write an informational pamphlet for voters about the various types of renewable and nonrenewable energy sources.

Unit of Study/Content Connection:

Science: Energy Resources in the Earth System

Learning Outcomes related to standards:

- *Earth Science: recognize, describe & compare renewable energy resources*
- *Literacy standards: Use sources to accurately & reliably write an effective informational piece*

Set Goals for the Writing Assignment

Type of writing: _X_informational ___argument ___narrative ___combo

Audience:

The senior citizens at the Maryann Morse Assisted Living facility; they are voters with limited access to computers trying to make an informed decision about ballot questions related to proposed energy projects in our area.

Purpose:

To inform senior citizen voters about the various energy resources so they can make an informed decision on voting day.

Length & Form

2 pages; pamphlet style

Due dates:

- *Draft is due to peer #1 on Wed. & peer #2 on Fri.*
- *Final version due Wednesday, May 15th*

Content and Text Structure Requirements :

- *Include visually appealing cover with a title*
- *Introduction should introduce the overall topic and clarify the differences between renewable & nonrenewable energy resources*
- *Body: provide an explanatory paragraph for each renewable energy resource (solar, wind, water) including the pros & cons of each*
- *Body: provide an explanatory paragraph for each nonrenewable energy source (fossil fuels, nuclear) including the pros & cons of each*
- *Conclusion: include an explanation of why energy solutions are needed (growing population, accessibility issues)*
- *Use 2-4 photos with appropriate credit given*

Requirements for sources:

- *Include information from at least two of the three sources provided in class*
- *Cite sources using MLA style*

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Models *(mentor authors, student examples)*	Look at these examples: • *Model your pamphlet after one of the 3 different examples*
Scaffolds *(set of steps, writing template, topic web, two-column notes)*	Use these supports: • *Use the blank two column notes to gather information* • *Use the top-down topic web for this project* • *Refer to the MLA citation guidelines that were given in October*
Feedback Process *(when, how)*	Feedback from your peers: *You will get feedback from two peers for your two drafts* Feedback from the teacher: *I will give you feedback that you will use to create the final pamphlet with pictures*
Opportunities for Revision	*You will make final revisions to the text before adding the pictures to create the pamphlet.* *We will send the pamphlets to the seniors.*
Opportunities for Collaboration *(Set expectations for objective, final product, behavior guidelines, tasks)*	At the THINK and PLAN stage: *You can work with a partner if you want to take the notes* At the WRITE Stage: At the REVISE Stage: • *You will share your first draft with peer #1* • *After your revise the first draft, you will share your second draft with peer #2*

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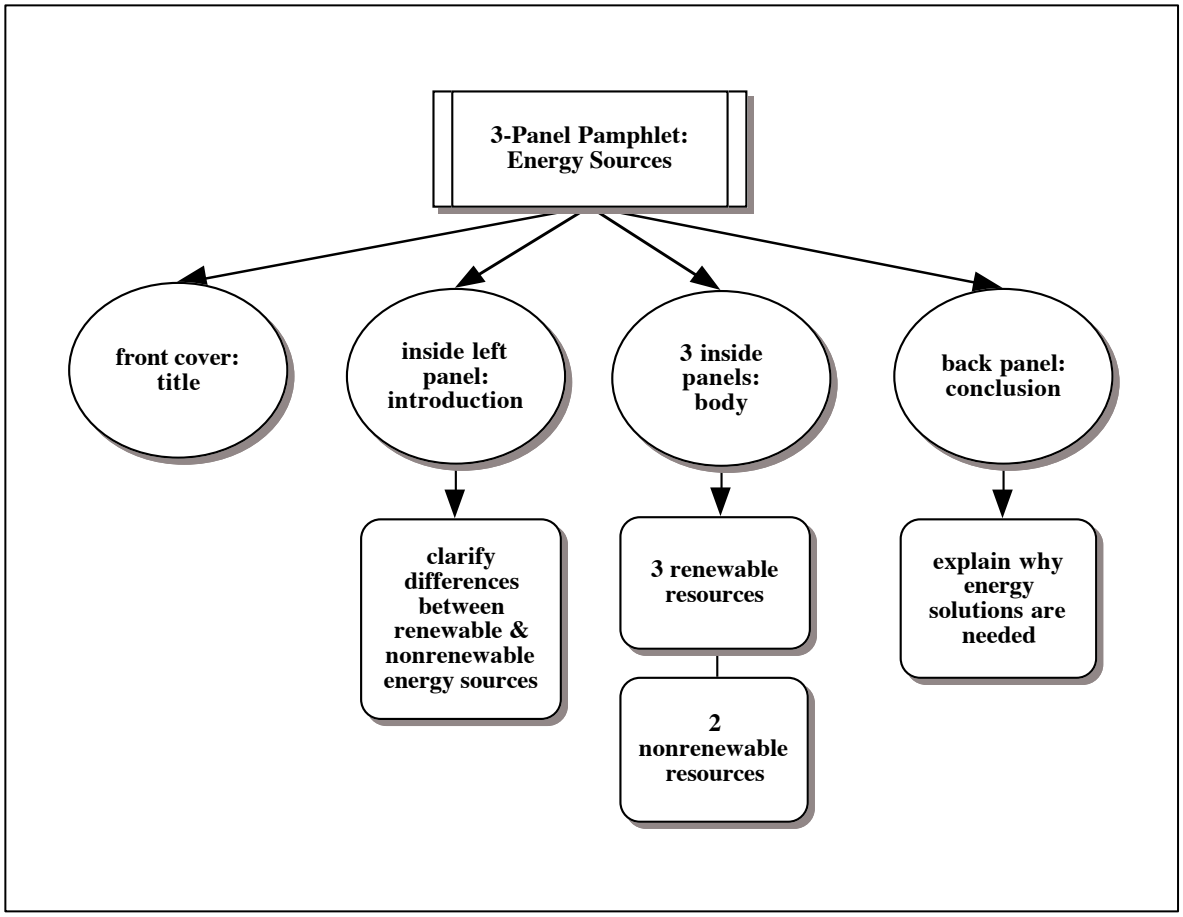

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REFLECTION FORM

Name: _____

Something I learned that squares with my beliefs:

A question(s) going around in my head:

Three points I will remember:

This template is available in document format at the Keys to Literacy website:
http://www.keystoliteracy.com/resources/worksheets/

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